**Activity Two-CHD 210**

**Objective - Identify several forms of assistive technology and explain how assistive technology can be used with children with diverse needs.**

**Resource: CONNECT**

**Activity Two: A**

****T**hese two videos are new: have been added as suggested by faculty**

View the Videos 5.1 and 5.2 which address the use of assistive technology in the early childhood setting from both the early childhood professional’s point of view and the family’s point of view

Video 5.1 <http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-1>

****Early childhood professional view

Video 5.2 <http://community.fpg.unc.edu/connect-modules/resources/videos/video-5-2>

Parent view

**Examples of AT (assistive technology)**

**1- Students read Handouts 5.2 *Assistive Technology Equipment***

<http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-2.pdf/view>

**and 5.3 *Examples of Assistive Technology Adaptations***

<http://community.fpg.unc.edu/connect-modules/resources/handouts/CONNECT-Handout-5-3.pdf/view>

**Answer this question: What is the difference between AT *equipment* and AT *adaptations*?**

**Activity Two: B different directions below.**

**1- After accessing handouts 5.2 and 5.3, complete Activity 5.4 a: Identify appropriate assistive technology equipment and adaptations for individual children’s needs.**

[**http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-5-4a.pdf/view**](http://community.fpg.unc.edu/connect-modules/resources/activities/CONNECT-Activity-5-4a.pdf/view)

**This scenario is new for the rest of the page…all new**

2-Read the Scenario ‘Kent’s Day’ and create a plan for Kent to better access his environment and peers, using Assistive technology

Kent’s Day

You have a child, Kent, in your class who is 3 years old. Kent has delays in communication and fine motor control. Kent also is hypotonic or has ‘low tone’ in his body, which means that he tends to have loose, or ‘floppy’ muscles, which creates decreased strength in his grip, problems with coordination, and low core body strength ( which is responsible for our posture when sitting) As a result, Kent is not using a good grip on some materials (such as puzzles or legos) as well as drawing utensils and tends to ‘fold up’ on himself when sitting on the rug at circle (which affects his ability to attend). Kent’s expressive communication (the ability to express language) is delayed and therefore, he often has a difficult time in letting others know about his choices in activities, songs, games, etc. Kent is able to understand significantly more language than he can express with his limited vocabulary

Kent wants to be part of center time and circle time. Kent also really enjoys his peers but has some difficulty getting them to understand what he wants to do or play with them. As a result, Kent will sometimes give up and play by himself or will become more physical, pulling on peers, in order to get them to understand that he wants to play, which is affecting his ability to practice good social skills and develop friendships. Because of his delays, Kent has difficulty in the following areas:

1) Keeping his body in chairs and supported on the floor; Sitting up straight in circle time

2) Making his choices known:

• Choosing songs or finger plays for circle

• Choosing activities during center time

3) Using materials in the classroom such as painting brushes, markers, picking up game pieces, turning the pages of a book, keeping his paper stationary while at the same time gluing or drawing

4) Using scissors

5) Taking care of his own self-help items such as zipping and unzipping backpacks and jackets

Using the information that you have gathered after completing the Assistive Technology assignment as well as additional information you can gather from the following sources, create a plan to provide assistance to Kent as he moves through his day. Include one activity from each part of the pre-school morning below and make sure to include peers in this plan 2-3 times during the day:

From NAEYC: <http://journal.naeyc.org/btj/200311/assistivetechnology.pdf>

From VA Assistive Technology systems: <http://www.vats.org/aboutat.htm>

Teaching Resources for Florida ESE: <http://www.cpt.fsu.edu/eseold/in/acom/tech.html>

Arrival Time -

Center Time -

Circle Time -

Small Group Time -

Snack Time -

Reading Circle -